

National Park Service



Concession Management Training for Superintendents

Training Development Update

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Agenda

- Objectives for training program
- Training development process
- Summary of interview methodology
- Interview findings for concession management issue areas
- Competency mapping
- Interviewee preferences for training format
- Conclusions
- Next steps: proposed development and execution of training

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CMAB Objectives for Superintendents Training

- Emphasis on Superintendent's Roles & Responsibilities:
 - Concessions impacts all parts of a park and Superintendents have full responsibility for park concession management
 - an understanding that concessions impacts all parts of the park and why concessions are important to park operations
- Outline and implement training for Superintendents to include:
 - Capital and operational management issues
 - Prospectus development and contract award process
 - Monitor/evaluate concessioner performance

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Training Development Process

- National Park Service Concession Program (“NPSCP”) identified 9 “Topic Areas” for focus of training effort:
 1. Statutory & Regulatory Framework
 2. Concession Program Structure
 3. Planning/Commercial Services Planning
 4. Prospectus Development Process
 5. Contract Oversight
 6. Asset Management
 7. Financial Management
 8. Concession Staff Training and Development
 9. Future Program Initiatives

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Training Development Process (cont'd)

- Interview Superintendents, Concession Specialists, Regional Concession Chiefs, CMAB members, and concessioners to:
 - Measure current Superintendent knowledge of Issue Areas
 - Identify knowledge gaps within Issue Areas
 - Review potential training formats and instruction methods
- Collaborate with NPSCP subject matter experts to develop training materials and curriculum
- Conduct pilot superintendents training session

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Interview Method

- 44 interviews were conducted:
 - 19 Superintendents
 - 1 Deputy Superintendent
 - 14 Concession Specialists
 - 6 Regional Concessions Chiefs
 - 2 CMAB members
 - 2 concessioners
- Even distribution across regions
- Interviewees promised anonymity
- Interviews lasted an average of 1 and ½ hours
- Participants were candid with their opinions of the NPSCP and Superintendents' knowledge

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Interview Results Tabulation

- PwC summarized the comments collected from the interview process
- By comparing the NPSCP-identified Issue Area components with Superintendent reported knowledge and non-Superintendent observations, PwC developed a gap analysis
- The gap analysis guided areas of training focus and helped to prioritize Issue Area components



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Topic Area #1: Statutory & Regulatory Framework

- Learning Objectives:
 - identify key components of the new Law and Regulations
 - compare the old and new Laws and understand why changes were made from the old law
 - explain how to implement and/or apply the law and regulations
 - explain the differences between Possessory Interest ("PI") and Leasehold Surrender Interest ("LSI") and how valuation/negotiation/conversion works

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Topic Area #2: Concession Program Structure

- Learning Objectives:
 - understand NPSCP organizational roles and responsibilities:
 - delegations of authority
 - to understand the role of the WASO Concession Program – Washington and Denver offices
 - describe the funding sources available to the park from the region and/or WASO



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Topic Area #3: Planning/Commercial Services Planning

- Learning Objectives:
 - describe the importance of commercial services planning efforts to the parks
 - Which planning and planning goals involve concessions?
 - When should planning be done?
 - How should financial/economic analysis be included in a planning process?
 - describe what a commercial service plan is and what it includes
 - explain how commercial services planning interfaces other types of park planning (i.e. GMP)

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Topic Area #4: Prospectus Development

- Learning Objectives:
 - differentiate between the types of prospectus/contract developments
 - explain the roles of WASO and consultants
 - identify costs related to prospectus development, including consultant cost and park staff time commitment
 - explain the timing of process, why prospectus development takes so long, and why advance preparation is important
 - explain the purpose/process for contract evaluation panels

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Topic Area #4: Prospectus Development (cont'd)

- Learning Objectives:
 - describe the key components of prospectus and why a Superintendent should be involved at all points: Business Opportunity, Proposal Package, Operating Plan, and Maintenance Plan
 - explain the elements of a quality proposal package question
 - explain the financial implications of decisions: higher Concession Facility Improvement Program ("CFIP") costs mean lower franchise fees
 - define "reasonable profit"

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Topic Area #5: Contract Oversight

- Learning Objectives:
 - list the items to monitor for contract oversight
 - create a toolbox for ensuring concessioners are in compliance with their contracts and standards
 - identify tools for addressing a concessioner's non-compliance with its contract obligations



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Topic Area #6: Asset Management

- Learning Objectives:
 - describe impacts of CFIPs
 - understand that all buildings in a park belong to the NPS, and are therefore part of a Superintendent's responsibilities
 - explain the superintendent's role in PI to LSI conversions
 - describe the asset management process and the tools used for tracking asset management
 - understand the importance of careful management and tracking of activities related to assets, especially with respect to LSI

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Topic Area #7: Financial Management

- Learning Objectives:
 - explain the franchise fee development process
 - identify how franchise fee revenues can be used, as well as priorities for use of franchise fee revenues
 - review an Annual Financial Report (“AFR”)
 - describe available tools for validating concessioner reports and franchise fee payments

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Topic Area #8: Concession Staff Training and Professional Development

- Learning Objectives:
 - explain the Northern Arizona University Concession Hospitality Certification Training (“NAU”) program and its purpose
 - recognize that the last comprehensive contract-related training for concession staff was for Category II and III contracts. Staff may require a refresher, and all staff require Category I contract training.
 - describe the competency framework that has been developed for concession staff

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NPS Training Competency Mapping

- PwC worked with NPS learning and education professionals to identify opportunities for designing the training to:
 - meet the CMAB goal of increasing the accountability of Superintendents with respect to concessions management
 - incorporate concession management as an important educational module for Superintendents
- As a result, PwC identified relationships between the proposed training course material and Supervision, Management and Leadership (“SML”) competencies identified for Superintendents

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NPS Training Competency Mapping (cont'd)

- In addition to mapping the SML competencies, PwC mapped the course material to Concession Management competencies
- PwC found that a majority of the SML and Concession Management competencies would be met by different aspects of the course material
- This program will formalize concessions training for Superintendent's and allow the Superintendents to earn professional education credits

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Training Structure

- The majority of interviewees supported:
 - a hands-on, workshop training format as opposed to lecture format
 - a training with an average length of about 3.5 days
 - utilizing outside subject matter experts, colleagues as instructors, and involvement of senior leadership in training
 - including both Superintendents and Concession Specialists in training

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Course Material Development

- In mid-March 2006, NPSCP subject matter experts met with PwC to develop course materials
- Leveraged existing materials but focused on translating objectives to a strategic level to meet Superintendents needs
- Focused on creation of a training program that is interactive rather than comprised entirely of lecture
- Identified real life examples for case studies with stories of success and non-success

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Conclusions

- Developing a responsive training for both management- and staff-level personnel requires additional resources
- In addition, one of the most common preferences related to training format was for instructors who have been trained to teach
- A phased approach for development of the training is required

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Next Steps

- Step 1: Conduct a pilot training to test the proposed content and training materials.
 - NPS and other experienced instructors (where necessary)
 - targeted participants are more experienced Superintendents and Concession Specialists
 - training participants critique the adequacy and appropriateness of the training program and materials
 - course materials will be edited and improved to match the comments and suggestions from the pilot session

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Next Steps (cont'd)

- Step 2: Conduct a "train-the-trainer" session
 - proposed instructors for the Superintendent training program practice their presentations and learn best practices for teaching
 - further develop the training content and courses

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Next Steps (cont'd)

- Step 3: Conduct the first Concession Management Training for Superintendents session with targeted materials and experienced instructors

